NURS13117 *Research in Health Care*
Term 1 - 2017

Profile information current as at 14/12/2025 12:29 pm

All details in this unit profile for NURS13117 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will be introduced to the research process and elements of qualitative and quantitative research methods and elements of statistics frequently used in health related research. Ethical and moral issues related to the importance of protecting human rights during research will be identified and strategies used to prevent harm as a result of health research will be addressed. Further, you will explore the application of research to practice in supporting the health needs of clients. It is a requirement of this unit that you have access to the CQU website and Internet.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Prereq: Min 48 Credit points successfully completed in the Course Anti-Req: CQ23 students
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 1 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**
Weighting: 10%
2. **Online Quiz(zes)**
Weighting: 10%
3. **Written Assessment**
Weighting: 30%
4. **Written Assessment**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from * Prof Leone Hinton, Self reflection comment prior to the beginning of T2 2016 * Student Evaluation Responses

Feedback

* Request for a change be made to Ass 1 and 2 (Online Quizzes) in order to better engage students with course. What are the best aspects of your course? * Ability to choose our own topic - provides a thorough understanding of the main aspects of research - having each assessment as an extension of the previous was a big help - lectures were clear and concise. * The assessment/ assignment format is brilliant, and allows a logical progression between the first and last - this allows an experience of developing an idea and following it through all the various stages of compiling a research project. Assignments were returned swiftly, thank you. * One of the best subjects which supported my learning. The lecturer answered questions promptly and nothing was an issue for her. Thank you for a great elective. What aspects of your course are most in need of improvement? * 1. Referencing should be discipline specific. The chiro program has never used APA, so it seems incongruous that we only have our first experience at this in third year at a level where our referencing should be extremely competent. The remainder of the chiropractic program and masters uses Harvard and this should be allowed in this program too. 2. Moodle site was very confusing. It was obvious that the course coordinator was left with the product of someone else's Moodle site. There were so many inconsistencies between the assignment requirements and the 'resources' supplied, making it very difficult to navigate between what was expected this term versus previous terms. It appeared that the current coordinator made several changes to the course but did not fully edit the page to be congruent with the updated course outline. 3. Feedback for assignments was very non-specific. I requested specific feedback about referencing errors several times, but was never supplied with an opportunity to see what mistakes I had actually made. This was very unfair given that (as my above statement says) some of us were using APA for the first time, and should have had the opportunity to actually see our mistakes in order to learn from them. Especially since this course weighs heavily on referencing formatting. Please supply an annotated copy of the assignment when returning feedback so that students may learn from their errors.

Recommendation

* Ass 1 to be a Reflection Piece * Ass 2 to be a Database Search (In the Course Profile however, the 'type of assessment' remains as 'online quizzes' for both and should actually now read 'written assessment'. This detail was not able to be changed in Nexus prior to T2 2016 offering). The course Moodle site does however stipulate clearly the changes made regarding Ass 1 and 2. * Again, review the Moodle site content to clarify any issues with assessment descriptions and requirements. * Include appropriate exemplars for Ass 1 Reflective Piece and Ass 4 Research Portfolio. More detailed assessment feedback. * Reference style and format acceptable for this course to include both APA and Harvard. * Continue to encourage students to refer to the APA and Harvard style guide while writing their assessment pieces and to check their assessment feedback comments embedded within their document.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Display understanding of the research process.
2. Critically evaluate the research literature.
3. Organise data collection and analyse data at an introductory level.
4. Describe the significance of analysed data.
5. Display knowledge of potential for human harm related to health research.
6. Develop strategies to prevent harm as a result of health research.
7. Analyse current practice and identify opportunities to incorporate research in practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	○ Introductory Level	○ Intermediate Level	● Graduate Level	○ Professional Level	○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Online Quiz(zes) - 10%	●	●	●	●	●	●	●
2 - Online Quiz(zes) - 10%	●	●	●	●	●	●	●
3 - Written Assessment - 30%	●	●					●
4 - Written Assessment - 50%	●	●			●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Communication							●
2 - Problem Solving				●			●
3 - Critical Thinking	●	●		●			●
4 - Information Literacy	●	●					
5 - Team Work				●			●
6 - Information Technology Competence				●			
7 - Cross Cultural Competence					●	●	
8 - Ethical practice	●	●			●	●	
9 - Social Innovation							
10 - Aboriginal and Torres Strait Islander Cultures							

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 10%			●	●			●	●		
2 - Online Quiz(zes) - 10%		●	●	●		●				
3 - Written Assessment - 30%	●	●	●	●	●		●	●		
4 - Written Assessment - 50%	●	●		●	●					

Textbooks and Resources

Textbooks

NURS13117

Prescribed

Research in nursing: evidence for best practice
Edition: 5th (2014)
Authors: Richardson-Tench M, Taylor B, Kermode S, Roberts K
Cengage Learning
South Melbourne , Victoria , Australia
Binding: Paperback

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing styles below:

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

For further information, see the Assessment Tasks.

Teaching Contacts

Christina Hunt Unit Coordinator
c.hunt@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Getting started and thinking about research	1	

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic

		Assessment 1 - Reflective Piece
Identifying the research problem & question	2	
		Assessment 1 - Reflective Piece Due: Week 2 Friday (17 Mar 2017) 11:45 pm AEST

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Finding the evidence	3 & 4	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Ethics and cultural sensitivity	CRO reading 5 (pp 97-98)	Assessment 2 - Database Search
		Assessment 2 - Database Search Due: Week 4 Friday (31 Mar 2017) 11:45 pm AEST

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Identifying the types of research designs: Qualitative research designs	5 & 8	

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
MID-TERM BREAK		

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Identifying the types of research designs: Quantitative research designs	5 & 6	

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

| Populations, sampling and data collection: Qualitative data collection | 8 & 9 | |

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 3 - Literature Review
Populations, sampling and data collection: Quantitative data collection	6 & 7	
		Assessment 3 - Written Assessment - Literature Review Due: Week 8 Friday (5 May 2017) 11:45 pm AEST

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Research methods and designs: Qualitative analysis	9 & 11	

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Research methods and designs: Quantitative analysis	7 & 11	

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Reading and judging research	4 & 11	

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 4 - Research Portfolio
Disseminating research and applying research in practice	12 & 13	
		Assessment 4 - Written Assessment - Research Portfolio Due: Week 12 Friday (2 June 2017) 11:45 pm AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 1 - Reflective Piece

Assessment Type
Online Quiz(zes)

Task Description
Assessment 1 is a **Reflective Piece** in which you are expected to describe, discuss and reflect upon a topic in health that has given you pause to question and challenge any preconceptions you might have. Provide examples to illustrate your discussion. Include references to support discussion.
It is important to note that the topic in health that you choose for Assessment 1 is also to be developed and become the focus of your Assessments 2, 3, and 4.
The assessment constitutes 10% of your overall mark. Reference style for this course is either **APA or Harvard reference style**. You many choose either one, but consistency across each assessment is essential.
A 500 word limit has been set for this assignment. Word count will be measured from the first word of the Introduction to last word of the Conclusion and include in-text references. Reference list is not included in the word count.
** *Make sure you email your topic to the unit instructor for approval by the end of the second week of the unit.*

Number of Quizzes
1

Frequency of Quizzes

Assessment Due Date
Week 2 Friday (17 Mar 2017) 11:45 pm AEST

Return Date to Students
Week 4 Friday (31 Mar 2017)

Weighting
10%

Assessment Criteria
No Assessment Criteria

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Display understanding of the research process.
- Critically evaluate the research literature.
- Organise data collection and analyse data at an introductory level.
- Describe the significance of analysed data.
- Display knowledge of potential for human harm related to health research.
- Develop strategies to prevent harm as a result of health research.
- Analyse current practice and identify opportunities to incorporate research in practice.

Graduate Attributes

- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 Assessment 2 - Database Search

Assessment Type
Online Quiz(zes)

Task Description
ASSESSMENT 2 – Database Search

Using the CQU Library Databases conduct a search **using key words that relate to your chosen topic in health** as *discussed in your Assessment 1 Reflective Piece*, and locate 5 peer-reviewed journal articles published within the last 5 years. Write an annotation about each which highlights the main points of the article and includes their reference details. Each annotation can be up to 100 words. Then, create a reference list of these journal articles ensuring correct APA or Harvard Referencing format is used. (10%)

Number of Quizzes
1

Frequency of Quizzes

Assessment Due Date
Week 4 Friday (31 Mar 2017) 11:45 pm AEST

Return Date to Students
Week 6 Friday (21 Apr 2017)

Weighting
10%

Assessment Criteria
No Assessment Criteria

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Display understanding of the research process.
- Critically evaluate the research literature.
- Organise data collection and analyse data at an introductory level.
- Describe the significance of analysed data.
- Display knowledge of potential for human harm related to health research.
- Develop strategies to prevent harm as a result of health research.
- Analyse current practice and identify opportunities to incorporate research in practice.

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

3 Assessment 3 - Written Assessment - Literature Review

Assessment Type
Written Assessment

Task Description
ASSESSMENT 3 - Literature Review (1500 words):
Continuing from Assessment 1 and 2 now provide a literature review of your clinical topic within your discipline that has grabbed your attention and made you question and challenge any preconceptions. This is a topic which you will eventually develop a research question as an outcome of your literature review. Provide a concise overview of what is known about the topic you are focusing on. (30%)
Step 1. Identify a clinical topic
Choose a clinical topic within your discipline that is of particular interest to you. This is a topic which you will eventually develop a research question as an outcome of your literature review.

Step 2. Develop a literature review

This assessment item will allow you to develop a comprehensive, well-structured and logical literature review.

You will develop the literature review with aim to include the review in Assessment Item 4: Research Portfolio. Taking into consideration comments you have received for this assessment item as the initial literature review, you will further develop the literature review for inclusion in the Assessment 4 Research Portfolio. You are expected to develop and refine the review taking into account your further research on the topic and comments received.

The Literature Review

A well-structured literature review provides a concise overview of what is known about the topic you are focusing on. Using peer review and evidence-based articles (for example, referred journal articles, government reports), you will present what is known as well as gaps in the evidence that you have identified in researching your topic.

The literature review provides background and context to your topic area. In beginning of the literature review, you want to tell your reader the topic you will be covering in the review, the scope of your research and how this review ties into your topic area. The body of the literature review should be well supported with extensive in-text citations. By examining different aspects of the topic you will want to present differing views and findings, as appropriate. Towards the end of the literature review you will provide a statement regarding the state of evidence, or lack of, regarding your topic. For example: Evidence to support the understanding of XYZ is lacking. Therefore, the proposed research will aim to collect and analyse information to further examine this topic and to develop recommendations for further research.

You can find further guidance regarding the purpose and writing of a literature review at the CQU library: http://libguides.library.cqu.edu.au/litreview. There you will find some excellent tips on how to approach writing a literature review along with valuable tips and resources. See also Guide to Literature Review Assessment Task.

At a **minimum**, the literature review should include:

* Cover page
* Introduction
* Discussion - Use headings where possible
* Conclusion
* References

Please refer the Grading Matrix for this assessment item.

Word limit: 1500 words. Word count is calculated using standard word count and does not include the Cover page or References. Please state the word count on the cover page

Assessment Due Date
Week 8 Friday (5 May 2017) 11:45 pm AEST

Return Date to Students
Week 10 Friday (19 May 2017)

Weighting
30%

Assessment Criteria
No Assessment Criteria

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](American Psychological Association 6th Edition)
- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Display understanding of the research process.
- Critically evaluate the research literature.
- Analyse current practice and identify opportunities to incorporate research in practice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Cross Cultural Competence
- Ethical practice

4 Assessment 4 - Written Assessment - Research Portfolio

Assessment Type
Written Assessment

Task Description

Assessment Item 4: Research Portfolio

Using the Research Portfolio template provided you will now develop a Research Portfolio about the clinical topic you identified as part of Assessment Item 3: Literature Review. Insert additional pages in the template if you require more. A Research Portfolio is essentially a structured plan to undertake the research. Using a logical approach presented in your prescribed text (Richardson-Tench,Taylor, Kermode & Roberts (2014) as a guide, the Research Portfolio should address the following key components:
* Title page
* Abstract
* Contents page
* Details of researchers (You may cite yourself as researcher in this instance)
* Body of portfolio
Introduction
Purpose statement
Background
Significance
* Review of literature (**Note**: the review of literature should demonstrate further refinement or development to ensure critical evaluation of the literature. ***Do not simply cut and paste it into the portfolio*** but instead, consider what is most appropriate for inclusion into the research portfolio and adapt it to meet the criteria of this assessment).
* Research design
Design for the study
Setting
Participants
Methods and procedures
Ethical implications
Dissemination of results
* References
* Appendices (if applicable)
***

Please refer the Grading Matrix for this assessment item.
Word limit: 2500 words. Word count is calculated using standard word count and does not include the Cover page or References. Please state the word count on the cover page.

Assessment Due Date
Week 12 Friday (2 June 2017) 11:45 pm AEST

Return Date to Students
Exam Week Friday (16 June 2017)

Within three weeks from assessment due date

Weighting
50%

Assessment Criteria
No Assessment Criteria

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)
- [Harvard (author-date)](#)

Submission
Online

Learning Outcomes Assessed

- Display understanding of the research process.
- Critically evaluate the research literature.
- Display knowledge of potential for human harm related to health research.
- Develop strategies to prevent harm as a result of health research.
- Analyse current practice and identify opportunities to incorporate research in practice.

Graduate Attributes

- Communication
- Problem Solving
- Information Literacy
- Team Work

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem